

"Tools for Schools"
OPI Methamphetamine Prevention Education Project
Grades 9-12
Teacher's Lesson Plan

Title: Friends & Methamphetamine

Audience: Grades 9-12

Learner Objectives

Students will—

- Discuss the meaning of friendships
- Discuss how they might help a friend who is using methamphetamine
- Learn that although they can try to help a friend, they are not responsible for the choices their friend makes

Life Skills Taught

- Communication and listening skills
- Responsibility to one's self and others
- Hope for the future

Materials Needed

- PowerPoint projector
- Screen
- Computer with PowerPoint program software
- TV/VCR

Time Needed

30 minutes

Teaching Tips

Here are some tips for leading this activity:

- Prepare yourself. Don't rely on your previous experience to "save the day" because you did not prepare and review the materials.
- Preview the materials and know how to move through the slides easily and naturally.

- Be clear on what the curriculum is and isn't. Some things students want or need will not be included in this curriculum.
- Use the curriculum as a guide. Use it to meet the needs of the students and feel free to experiment with the delivery of this information.
- Expect to be challenged. Student may have heard information that is at odds with your presentation. Take it in stride and focus on facts.
- Create a positive learning environment.
- Use a variety of techniques to meet various learning styles.
- Don't be defensive when participants disagree. State your position and acknowledge theirs.

Dealing with Resistant Learners

In nearly every teaching situation, you are likely to encounter at least one difficult learner or resistor. When you encounter a difficult student, do not appear to notice they are acting angry or hostile with their body language. Do not give the negative person direct eye contact while you are teaching content.

Many educators get caught up in the negative web of the difficult learner. They watch every nuance of the negative learner and try to convince the nay-sayer by debate in front of the group to change his/her attitude. This approach is rarely successful in ever changing the attitude, but it does make the entire group aware of who the problem is and how much power she/he has over the educator.

Seek out the other learners who are on board and focus your attention on them. You have a much better chance of success at making an impact with this focus of your energy.

This presentation requires lots of facilitated discussion. If you are not comfortable leading such discussions, you may want to partner with another teacher to team teach this activity.

PowerPoint Basics

PowerPoint is a modern method of presenting a slide program without a slide projector and also provides animation and sound. There are lots of manuals that teach the basics of using this program. Here are some basic tips for effectively using PowerPoint as an educational tool:

F5—pressing this key is a simple method to activate the slide show from the beginning. You can accomplish the same thing by moving your mouse over the “slideshow” icon in the lower left-hand corner of your screen.

ESC—hitting the “escape” key will end a program.

Shift-B—hitting these keys will create a black screen. Use if you want to stop in the middle of a program and have a discussion without having a distracting image on the screen. Hit it again to return to the PowerPoint presentation.

Shift-W—hitting these keys will create a white screen. Like the black screen command described above, you can hit these keys to return to the program when you are ready.

ALT-Tab—by holding down the ALT key and pressing the “Tab” key, you can easily move between a PowerPoint program and other programs on your computer.

Down-Arrow Key—this key is used to move forward in the slide show, and except for self-timed programs, must be used to advance from one slide to the next.

Up-Arrow Key—this key is used to move backwards in the slide show to the previous slide.

Introduction (2-3 minutes)

Methamphetamine is a drug unlike many others. It does not discriminate when it comes to those who abuse it. The ingredients to create meth are readily available. It is highly addictive. And, its effects run throughout our communities.

Today we are going to discuss how methamphetamine affects friendships. Often users think they are only affecting themselves. This is not the case.

Slide 1: Series slide

Slide 2: Friendships

(Special Note: You will need to click the down arrow to activate the title in order for it to come onto the screen.)

Slide 3: Being a friend. (Hit the down-arrow key twice.)

The meaning of being a friend changes over time.

When you were preschoolers, a friend was...

- Someone who had toys you liked
- Someone you wanted to invite to your birthday party
- Someone you saw at day care
- Not much give and take in the friendship
- As a preschooler, you were looking out more for yourself and friendships were superficial

In elementary school a friend was

- Someone you could play with
- Someone you could invite over to your house
- Someone to laugh with
- Now there is give and take

In middle and high school a friend is...?

Activity: (10-15 minutes)

What is a friend? This seems like a pretty easy question to answer. Let's see what we come up with. I am going to start a sentence: "A friend to me is...."

I am handing out magazines to each of you. I am going to give you 56 seconds to look through the magazine and tear out something that represents to you, how you would finish this sentence. Don't worry about neatness here. You can use pictures, words, whatever you want.

Ready, set, go.....

Okay, who would like to share how they finished the sentence? As students share, have them tape their magazine tear-out to the wall. You are creating a collage of responses on the wall. As they are sharing and placing the tear on the collage, write on the white board or flip chart what their representation is --- for example, they may say "trust," "someone who likes to do what I do," or "my guitar." There are no judgments here --- let them put anything up.

After everyone who has volunteered has put up his/her tear, say something like this (showing slide 3): As you can see, a friend means different things to us than it did in preschool.

Note: The reason for giving an odd number of seconds is that it makes students pay more attention and sets a challenge. This first activity will take about 10-15 minutes total by the time you hand out the magazines and have a discussion about the definition of a friend.

Slide 4: What is a friend?

Special Note: This slide requires you to click 4 times to activate all the animation included on here. Don't go too fast or you will miss some content.

- Someone to hang out with
- A person you can share your hopes and dreams with
- Someone who you can share your fears with
- Someone you can share your secrets with
- Someone you can trust
- Someone who listens to you, cries with you, laughs with you

Slide 5: Friendships Can Change... (Hit down-arrow key just once.)

Friendships can change and get more complex as we get older.

Slide 6: You Might Sense Your Friend Has "Changed" (Hit down-arrow key just once.)

You might also sense your friend has "changed." Your friend may be experimenting with alcohol or drugs.

- Sometimes we don't know at first that a friend might be in trouble
- We may have a feeling that something isn't right
- The friend may be experimenting or using methamphetamine

Methamphetamine use is growing in Montana, and it is highly likely that you know someone who has tried or is using methamphetamines. Maybe even a friend.

Activity: (10 minutes)

In groups of 4-5 youth pose the following questions and have them discuss them for about 4 minutes (again using an "odd number of minutes"). Ask that one member of the group record responses. After the class comes back together, put the responses from the group on a white board.

Note: This activity could take longer, but you may want to limit it to 10 minutes including discussion.

Your friend may be experimenting with Meth --- how would you know?

- What would some clues be?

- Irritability
- Loss in weight
- Disregard for how they look
- Tired
- Drop in grades
- Secretive

Slide 7: Your Friend May be Experimenting... (Hit down-arrow key just once.)

Your friend may be experimenting with Meth --- how would you know?

- Change in behavior
- Loss of appetite
- Hanging out with others who you know use drugs
- Being secretive
- Having sores or unusual acne
- Not sleeping and then sleeping a lot

Slide 8: What Could Happen If... (Hit down-arrow key just once.)

Try to help your friend. By not doing anything, there are some things that can happen:

- Physical decline
- Mental/emotional decline
- Failing or dropping out of school
- Probation or jail
- Loss of a future
- Death--if there is time, show a clip from the *Dark Cloud over the Big Sky* (available in the Meth Toolkit for Community Educators and Teachers) of either the Mother or the friends talking about losing their loved one

Slide 9: You Can Do Something! (Hit down-arrow key twice.)

You can do something!

Slide 10: Try Talking to Your Friend... (Hit down-arrow key 8 times.)

Try talking with your friend. If you decide to speak directly with your friend, here are some important items to remember:

- Wait until your friend is not high
- Find a location that is private

- Avoid blaming
- Use "I" statements
 - "I" statements are a way of framing your feelings and what you want to happen without accusing someone
 - For example: "I am really concerned about you when I see that you are not acting like your usual self. I see you as very irritable lately. I would like to know what is going on and if you are in some kind of trouble I want to see what I can do to help."
 - These "I" statements sound rather "corny" but they really do work better than saying, "You aren't acting like yourself and you are really being a pain. You are irritable and if you are in trouble you need to get some help."
- Use reflective listening
 - For example, "What I am hearing you say is that you have been pretty stressed out lately because"
- Really listen to what your friend is telling you
 - For example, "Is this what you are telling me? You have been trying drugs with"
- Let your friend know your position is firm
 - Use "I" statements again. "I do not want any part of doing drugs. I consider you my best friend, but I can't hang with you when I know that you are using drugs. I will go with you to see about getting help, if you want it."
- Let your friend know you care

Slide 11: Seek Help (Hit down-arrow key 4 times.)

You can also help your friend seek help. If your friend wants help talk to him or her and:

- Find out who your friend trusts
- Agree to accompany him/her to talk to a trusted adult such as a teacher, counselor, or parent
- Let your friend know you will stand by him or her
- Assure your friend that he or she is doing the right thing by seeking help

Slide 12: Be a Healthy Role Model (Hit down-arrow key 4 times.)

You can be a healthy role model by doing the following:

- Take care of yourself

- Let your friend know that doing meth is not okay
- Participate in healthy activities
- Congratulate yourself in taking a stand against meth

Slide 13: If Your Friend Will Not Seek Help... (Hit down-arrow key just once.)

If your friend will not seek help...

- Remember you are not responsible for determining if your friend is using meth
- Your role is to tell someone that you are worried about your friend and why you are worried
- Generally, if you have these concerns, there is likely a problem

Slide 14: Most Importantly... (Hit down-arrow key once.)

Most importantly...

- Remember that you are not responsible for your friend's decisions or actions
- You do not need to carry this on your shoulders alone
- Talk to a trusted adult

Slide 15: The Effects of Methamphetamine Don't Just Happen... (Hit down-arrow key once.)

The effects of methamphetamine don't just happen to "other people" --- it can happen to you!

Slide 16: End Slide

Additional Resources

Montana PBS Video --- Dark Cloud Over the Big Sky. This video is included in the Meth Community Toolkit available at all MSU County Extension offices.

A project of the Montana Office of Public Instruction,
Linda McCulloch, State Superintendent of Public Instruction
Funded by Attorney General Mike McGrath and the Montana Department of Justice

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Tools for Schools

"Friends & Meth"

Grades 9-12



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Friendships

Being a friend

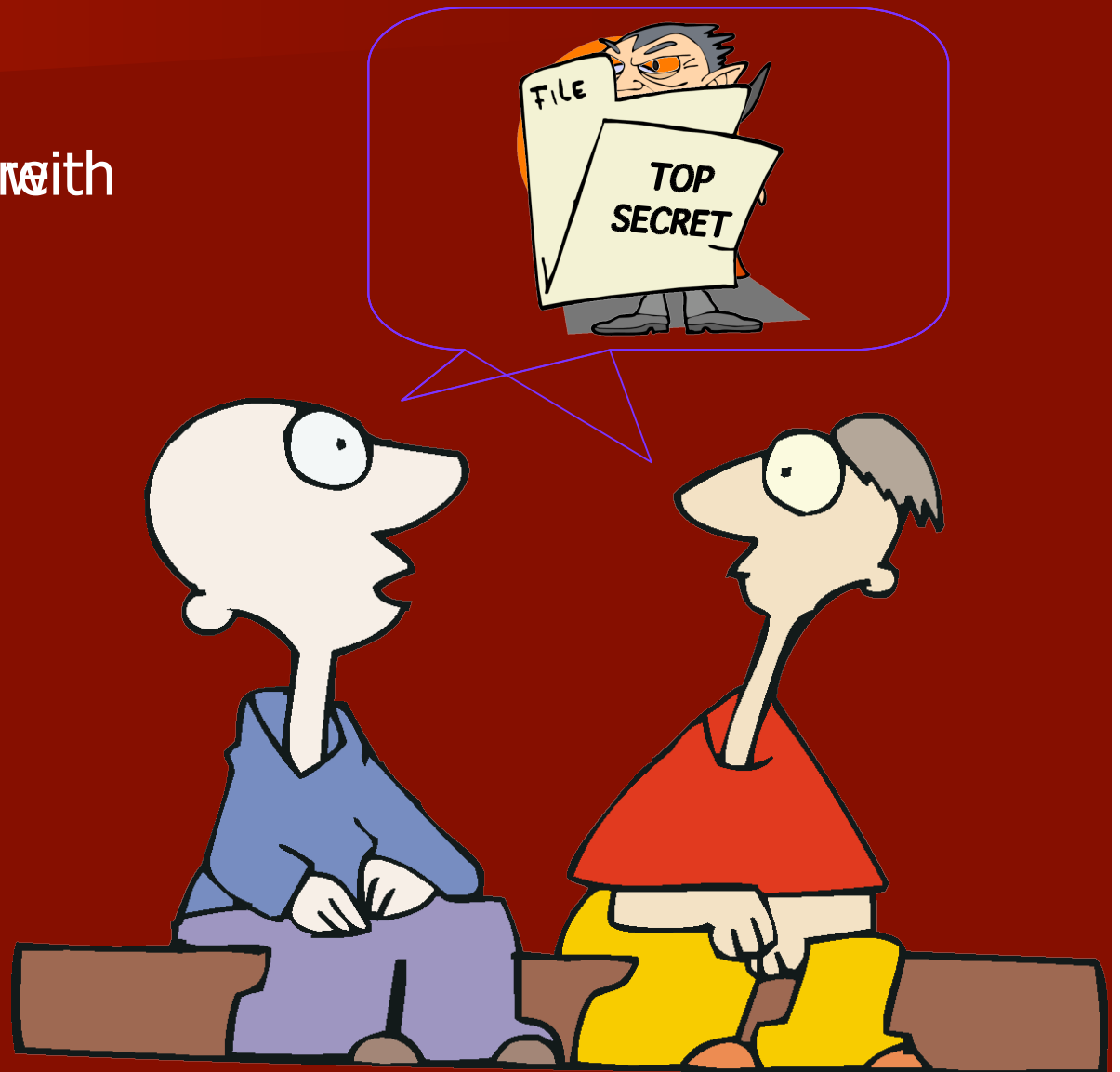
Our meaning of "friend" changes as we grow up. . .



High School

What is a friend?

Someone who you can
share your hopes and fears
dreams with



Friendships can change and get more complex as we get older.



You might also sense your friend has “changed.” Your friend may be experimenting with alcohol or drugs.

- Sometimes we don’t know at first that a friend may be in trouble
- We may have a “feeling” that something isn’t right
- Your friend may be experimenting or using methamphetamine

Your friend may be experimenting with meth --- how would you know?

- ☞ Change in mood
- ☞ Loss of appetite
- ☞ Hanging out with others who you know use drugs
- ☞ Being secretive
- ☞ Sores or unusual acne
- ☞ Not sleeping and then sleeping a lot



What could happen if you do nothing:

- Physical decline
- Mental or emotional decline
- Failing or dropping out of school
- Probation or jail
- Loss of future
- Death



You can do something!

**The NO
FUTURE
STORE**



Try talking to your friend by:

- Waiting until your friend is not high
- Finding a location that is private
- Avoiding blaming him/her
- Using “I” statements
- Using reflective listening
- Really listening to what your friend is telling you
- Letting your friend know your position is firm
- Letting your friend know you care



Seek Help

- Find out who your friend trusts
- Agree to accompany him/her to talk to a trusted adult such as a teacher, counselor, or parent
- Let your friend know you will stand by him or her
- Assure your friend that he or she is doing the right thing by seeking help

Be a Healthy Role Model

- Take care of yourself
- Let your friend know that doing meth is not okay
- Participate in healthy activities
- Congratulate yourself in taking a stand against meth

If your friend will not seek help...

- Remember you are not responsible for determining if your friend is using meth
- Your role is to tell someone you are worried about them and why you are worried
- Generally, if you have concerns, there is likely a problem



Most Importantly

- REMEMBER THAT YOU ARE *NOT* RESPONSIBLE FOR YOUR FRIEND'S DECISIONS OR ACTIONS.
- YOU DO *NOT* NEED TO CARRY THIS ON YOUR SHOULDERS ALONE.
- *TALK* TO A TRUSTED ADULT.

The effects of
methamphetamine don't just
happen to "other people" --- it
can happen to someone ***you***
care about.

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